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ABSTRACT

The report provides data describing degree, certificate, and diploma programs in adult continuing education or community development in 30 Canadian postsecondary institutions. Through the use of questionnaires, information was gathered on the institutions, programs, courses, staff members, and theses in adult education since 1970. A summary offers comments on a predicted increase in the number of programs and on a predicted increase in practicum opportunities on the graduate level. Also predicted are an expansion of programs to off-campus locations and less formally structured programs with more interrelationship among instruction, research, and development. The second half of the publication is devoted to listing and briefly describing the programs, with course titles and names of persons to whom inquiries should be directed. There is also a short bibliography. (MDW)

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- A Survey of Post-Secondary Courses and Programmes

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by

James A. Draper

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
Department of Adult Education

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ADULT EDUCATION AND COMMUNITY DEVELOPMENT IN CANADA:

- A Survey of Post-Secondary Courses and Programmes

by

James A. Draper, assisted by
Jeffrey Field[1]

I. ORIENTATION TO THE STUDY AND ANALYSIS

Introduction

"Adult education" as an activity of practice and programming as well as a field of professional specialization is steadily expanding in Canada. As the concept of education permanente is implemented by adults who wish to continue their education and learning, greater demands are also made for increasing the competencies of adult educators, whether these be program planners, administrators, counsellors or others. One implication of these trends is an increase in the number and quality of in-service and staff development programs within various organizations, such as college and university extension divisions, business and industry, government departments, and voluntary organizations. A second implication is a greater demand for post-secondary degree, certificate, and diploma programs, all intended to increase the theory and practice of adult education. Particularly with the post-graduate degree programs comes the further interpretation, development, and dissemination of knowledge relating to this broad, interdisciplinary field which we call "adult education".

It is too simple to talk of the theory and the practice of adult education, as if they were two separate entities. In fact, they are inseparable. One trend significantly visible during the 70's is the closer interaction and cooperation between those who are oriented to theory-building and those oriented to field operations. Already one can notice the increased interest of post-secordary teaching and research departments in community programming and action research. One can expect more such post-secondary programs and more adult educators to become involved in community education and community development through their research and teaching programs. Closely related to this whole trend of "outreach" and "relevance" is the strengthening of the "development" component

responsibilities of those associated with post-secondary programs (the other two more traditional components being teaching and research). The development component implies built-in designs to disseminate and evaluate the product arising from the developmental enquiry. This means a closer tie between universities and colleges with those frequently called field practitioners. It is hoped that the false dichotomy of "field" on the one hand, and the post-secondary teaching departments on the other, will decrease. These departments are part of the "field". They may have special kinds of resources, but these resources are for sharing.

This paper attempts to summarize the post-secondary certificate, diploma, and degree programs and courses in adult education and community development which are available in Canada. Since 1963, Continuous Learning (the previous journal of Canadian Association for Adult Education) attempted to summarize periodically such information. Those interested in comparing the growth of post-secondary programs in adult education in Canada should refer to past issues of Continuous Learning, 1970 (No. 2), 1968 (No. 1), 1966 (No. 4), 1965 (No. 2) and 1963 (No. 3). This paper does not attempt to summarize and make comparisons over the past ten years. The purpose is to up-date and document the existing opportunities in adult education which are available for professional study in Canada. With these data, others might be able to comment on the extent to which post-secondary institutions are meeting the demands for training and research; whether these institutions are developing course and research specializations; whether there are geographical and content areas which are being neglected; and so on.

This study complements others which have been conducted elsewhere, such as surveys of graduate programs in adult education in the United States conducted by Roy Ingham and others at Florida State University. As partial fulfillment for his Master's paper at the University of Chicago,

Gilles Cloutier conducted a survey of graduate programs in the U.S.A. on behalf of the Commission of Professors of Adult Education. In late 1970, Fausto Yadao of The Ontario Institute for Studies in Education did a survey of community development courses offered in Canadian colleges and universities. In September, 1973, the School of Regional and Community Affairs of the University of Missouri released A Directory of Community Development Education and Training Programs Throughout the World.[2] One major difference between this survey and others that have been conducted over the past few years, is that greater effort was made to assess the extent of teaching programs in community development. A further international example is a brief summary of university level courses and research in adult education in the December 1971 Newsletter of the International Congress of University Adult Education.

Procedures for Collecting Data

In December, 1973, thirty-nine questionnaires were mailed to heads or senior instructors within post-secondary institutions in Canada known to have teaching programs in adult continuing education. The questionnaires were also sent to explore what, if any, was being done or being planned within this post-secondary area of teaching. A preliminary exploration was conducted in 1971 when 185 questionnaires were mailed to department heads of adult education graduate programs, deans of continuing education or presidents of community colleges, some directors of university extension divisions, selected deans of faculties of education, and others. Hence, fairly comprehensive attempts have been made in the past to assess systematically the extent of post-secondary teaching programs in adult/continuing education in Canada.

In this present survey, of the thirty-nine questionnaires which were mailed, thirty questionnaires were completed and returned, three replies indicated that there was nothing to report, and six persons did not reply.

Four categories of information were requested: general information about the post-secondary institution and about the institution's courses in adult education and community development; specific information on each program of studies offered; information about staff members; and finally, information about theses which had been completed since 1970.

Courses and Programs

The introduction to the questionnaire indicated that post-secondary "Programs" would include Ph.D., M.A., M.Ed., Diploma, and Certificate Programs, et cetera, within which a number of courses in adult/continuing/extension education or community development are available. It was also stated that some institutions in Canada do not offer full programs but may offer one or more single courses in adult education. The questionnaire was accompanied by some survey material collected in 1972 of post-secondary courses and programs related to adult education in Canada, as well as by references to previous issues of Continuous Learning which contained similar surveys.[3] All of this information was given in order to clarify terms; to give institutions which had reported in previous surveys the opportunity to check past records with the present status of their teaching programs; and to maximize the accuracy of the information received.

List of Theses

From 1969 until 1971, annual surveys in Canada reported on the adult education theses research completed within various post-graduate institutions in Canada.[4] Since no plans were made to continue collecting such information, respondents to the questionnaires in this present study were asked for such information as a relatively easy way of keeping up to date on degree research in adult education

and community development. The prime purpose for disseminating this information was to familiarize people with Canadian thesis research and to encourage the usage of such theses.

List of Staff Members

Since 1968, a list of persons involved in teaching adult/continuing education in any post-secondary institution in Canada has been up-dated and disseminated. Collecting this information at the same time as asking for information about courses and programs in this present study seemed to be an appropriate procedure as a means of identifying this particular group of resource persons. The information might be used in a number of other ways, including the sharing of teaching materials and research ideas, the encouragement of inter-university teacher and student exchanges and the identification of particular subject matter competencies of various persons. This list of teaching staff is available upon request from the Department of Adult Education, OISE.

Limitations of the Survey

One limitation of the survey is a certain amount of confusion about the terminologies used. This topic will be expanded upon later. Another limitation which applies to most surveys, stems from not being able to contact all the organizations which may have relevant data to report. The selection of data also poses constraints for the study. The researchers did not intend to collect information about the many courses in recreation and leadership training being offered in Canada. Information was not obtained from schools of social work offering courses and programs in community organization and community development. Also eliminated are the many excellent adult courses and programs dealing with Human Relations Training or staff development programs conducted within numerous organizations. Some organizations taking part in the

survey imposed a self-selection process of their own on the requested information. For example, some institutions reported that programs or courses were likely to be implemented soon but since all of the administrative procedures had not been completed, they did not give further information. No systematic attempt was made in this study to survey disciplines related to adult education such as social work, anthropology, applied psychology, sociology, and others.[5] These omissions have been made with the full realization of the relevance to adult education of the courses and research being conducted by these disciplines.

A Confusion of Terms

The above section indicated the limitation in relation to terminology. A variety of terms are used by universities to indicate programs of specialization in "adult education". The respondents in this present survey used such terms as: "adult education", "continuing education", "extension education", "andragogie" as well as "community development", "community and development studies" and "community education". A number of common elements are implied but one cannot always be sure of the precise meaning of the terms as used.

It seems that no single definition for "adult education" exists which is accepted without qualification by all practitioners and theoreticians alike. However, attempts have been made to clarify the meaning and hence the scope of adult education. For instance, Liveright and Hoggood have described "adult education" as:

> ... a process whereby a person who no longer attends school on a regular and full time basis undertakes sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes, or for the purpose of identifying and solving personal or community problems ...[6]

This definition essentially limits adult education to programmed activities. The definition adopted in a report published by the Institut Canadien d'Education des Adultes looks upon "adult education" as:

> Any intervention based on contact with an individual adult or group of adults which has as its explicit objective the reinforcement or modification of behaviour, as well as levels of skills, and hence, aims to support or change either individual or collective mobility or the social, economic, or political structures in which this change takes place.[7]

This definition indicates that the initiative for the learning experience may come from the adult educator or an animateur or educator. Like the definition of Liveright and Hoggocd, it also implies that the adult is aware of his learning during, as well as after, the experience.

Any definition used in describing adult education as a field activity must take into account the enormously wide scope of adult education, comprising as it does the activities of such organizations as college and university extension divisions, business and industry, labour, libraries and museums, school boards, the military, as well as the continuing activities of the professions and the scores of voluntary organizations involved in some way with the education of adults. How then might the term adult education as a field activity be distinguished from the professional training of adult educators? Attempts to clarify the terms and practice of adult education is evidenced by the increased use of the term "andragogy"[8] with its orientation to adults, comparable to pedagogy with its orientation to children. There does seem to be a need to clarify terms. A recent survey by Leagans, Copeland, and Kaiser might serve as a guideline for such research.[9]

Observations and Discussions

This survey shows that nine universities are offering full degree programs in adult education or community development; most of these offer more than one degree with such specialization. Furthermore, seven separate universities and colleges are offering either diploma or certificate programs in adult education and four post-secondary institutions are offering one or more degree level courses in adult education. (Note the distinction made in this survey between "courses" and "programs".)

Further observations of the data indicate that compared with the survey reported in Continuous Learning in 1970, the total number of institutions offering programs and/or courses in adult education has increased, but that some of the specific institutions have changed. It is regrettable that some of the institutions reporting in 1970, such as Université Laval, University of Ottawa, and Coady International Institute, did not report any information to this present study. On the other hand, some institutions were now reporting for the first time, including the Memorial University of Newfoundland and the St. Lawrence College of Applied Arts and Technology. At least one of the additions is due to the increased scope of the study, as compared with previous surveys to include courses and programs in community development.

The data also show that the University of New Brunswick and Dalhousie University have introduced degree level courses and that the number of certificate programs in adult education has increased such as The Ontario Institute for Studies in Education's Certificate Program for Teachers in the College of Applied Arts and Technology, and the Certificate Programs at Red River Community College and St. Lawrence

College of Applied Arts and Technology. The universities have increased the actual number of course offerings since 1970. Five out of nine now offer formal internship/practicums to students in their graduate degree programs. This is an important trend because it gives opportunity to students in theoretical programs to apply their knowledge to field-practice situations.

Some instituions gave additional information about their programs. The Ontario Institute for Studies in Education reports that one of its major changes over the past two years is the offering of off-campus degree level courses in Sault Ste. Marie and Sudbury. This trend is likely to increase. It enables persons in these centres to be credited with courses in their degree programs. During the Winter sessions this would not otherwise be possible since the students are geographically too far from Toronto. Other Departments within OISE are also offering off-campus courses in the two above-named centres and elsewhere. Since students enroled in Adult Education may take some non-adult education courses, they may enrol in these additional courses, thus creating a second way in which students can continue to work toward a degree. The University of Toronto permits some courses offered by other universities to be credited to a student's program of studies; thus allowing further opportunities for students to pursue their studies.

Five courses in community development are offered at the University of Alberta. In addition, students in this two-year M.A. Interdisciplinary Program in Community Development take courses offered by other departments, schools, and faculties of the University. Examples of such departments would be Sociology, Anthropology, Social Psychology, Political Science, Economics, Philosophy, Educational Foundation and

Educational Administration. All of these courses have relevance and implications for adult education and community development and many course offerings are open to the student. The director of the Program goes on to say that:

> Some of our students are encouraged to take non-credit courses offered by the Department of Extension dealing with learning in small groups, group leadership, and a variety of other subject areas directly related to working with adults in an educational setting.

This interdisciplinary trend will likely expand. Although there is only one full-time faculty member attached to the Interdisciplinary Program, obviously many other faculty members are actually involved in teaching courses relevant to the Program.

An innovation reported in this survey comes from the St. Francis Xavier University degree program. The head of the program, Dr. Teresa MacNeil, states that "we have eliminated specific course names and descriptions as part of an effort to arrange individualized programs for our students". Dr. MacNeil comments that "the scope of the interdisciplinary field of community adult education and the varied backgrounds of the students bring attention to developing a variety of skills. While the selection of learning goals rests with the learner there are many skills upon which the student may focus". The reader should note that this survey does not list any specific courses being offered by this University but instead gives a summary of learning skills which the student may wish to develop. One rationale for this approach is "to provide opportunity for the student to become a self-directed learner." The reader will also note that the University no longer reports its previously offered Bachelor of Adult Education. Instead, Dr. MacNeil reports that her Department now offers a program leading to a Diploma in adult education.

Students will have the option of taking the program on a full time basis (i.e. in residence) or on a part time basis with only a minor portion of the program requiring the student to remain in residence. This proposed Diploma program is not summarized in this study.

Professor Ambury from Queen's University reports that in the winter term of 1972-73, he offered a short course for B.Ed. students called "Teaching-Learning with Adults". In the summer of 1973 he offered an "Introduction to Adult Education" course to M.Ed. students "which was developed in consultation with the Kingston and District Council for Continuing Education and with other practitioners in the Field." Recently, the University has approved of a new course "Seminar in Community Education" which will be open to students in the B.Ed. Program.

Summary

A number of statements can be made on the basis of the data reported in this study. First, it seems important that an increase in the expansion of courses and programs in adult education as a field of study is inevitable. It may be another question of whether this should be encouraged. Expansion may occur particularly in the certificate and diploma programs being offered by colleges and by universities. An expansion of study programs implies a need for greater interaction between those persons involved as instructors, administrators, and researchers who are involved with these various degree/certificate/diploma programs in Canada. The actual number of such persons is considerable. Many of these active leaders may benefit from sharing and planning with one another. Increased interaction between such persons is to be encouraged.

Records of graduates from adult education and community development programs indicates a substantial alumni. For instance, this survey shows that thus far, 466 persons have graduated from master's degree programs in adult education, whereas 16 persons have received their doctoral degrees in adult education from universities in Canada. Furthermore, 259 part-time and 132 full-time students are presently enrolled in master's degree programs, as compared with 218 and 114 respectively for 1970. It is assumed that most degree-granting institutions continue to keep in contact with their graduates. At some time in the future a Canada-wide survey might be conducted of alumni to determine their present area of work, their patterns of continuing education, and how they perceive the relevance of their particular program of studies to their present work.

If one wished to make some predictions on trends in adult education graduate study in Canada, one might expect that the number of internship and practicum opportunities will increase as a legitimate and alternative part of the degree program. Second, more university disciplines will likely become involved in teaching graduate level "courses" (or offering learning experiences) in adult education; this may occur through an increase in the number of cross-appointments of staff members with departments other than adult education. An increasing number of alumni may be used for these purposes.

Third, more institutions may begin to extend their off-campus teaching to places that are far-removed from the University centre. Such expansion of the teaching program may parallel similar expansion in research and development activities and in the establishing of local "learning resource centres".

Fourth, a trend appears toward graduate study being thought of as an integration of learning events based on the learning goals of the student. One implication could be the decrease in the number of structured courses and an increase in the number of learning environments within and beyond the walls of the university. If this should occur - combined with the increase in internship opportunities for students - then one can expect a greater interaction of the university and its field constituencies as well as a much higher, integrated, and coordinated interrelationship between graduate instruction, research, and development. Such interactions could present some new challenges to adult educators in the coming years.

II. SUMMARY OF PROGRAMS AND COURSES*

A. GRADUATE PROGRAMS

	Institution	Degree
1.	University of Alberta (UA)	M.A. (Community Development)
2.	Dalhousie University (DU)	M.A. (Ed.) (Continuing Education)
3.	Memorial University of Newfoundland (MUN)	B.A. (Major in Community and Development Studies)
4.	St. Francis Xavier University (SFX)	M.A. (Adult Education)
5.	University of British Columbia (UBC)	M.A., M.Ed., M.Sc., Ed.D. (Adult Education)
6.	University of Guelph (UG)	M.Sc. (Extension Education)
7.	Université de Montréal (MU)	M.A., M.Ed., Ph.D. (Andragogie)
8.	University of Saskatchewan (US)	M.Ed., M.C.Ed. (Continuing Education)
9.	University of Toronto (UT-OISE)	M.A., M.Ed., Ed.D., Ph.D. (Adult Education)

B. CERTIFICATE/DIPLOMA PROGRAMS/COURSES

	Institution	Name of Program
1.	Centennial College of Applied Arts and Technology (CC)	Teaching Adults - Styles and Techniques
2.	Centennial College of Applied Arts and Technology (CC2)	Certificate of Achievement in Adult Learning
3.	Ontario Institute for Studies in Education (OISE)	Certificate in Adult Education
4.	Ontario Institute for Studies in Education (OISE-CAAT)	Certificate in Adult Education for Teachers in the Colleges of Applied Arts and Technology
5.	Red River Community College (RRC)	Certificate in Adult Education
6.	St. Lawrence College of Applied Arts and Technology (SLC)	Community Worker Programme
7.	St. Francis Xavier University (SFX)	Diploma in Adult Education

8.	University of British Columbia (UBC)	Diploma in Adult Education
9.	University of Saskatchewan (US)	Postgraduate Diploma in Continuing Education
10.	University of Toronto Extension Division (UTE)	Certificate Programme in Personnel & Industrial Relations

C. DEGREE COURSES

	Institution	Degree
1.	University of Manitoba (UM)	B.Ed.
2.	University of New Brunswick (UNB)	B.Ed., M.Ed.
3.	Sir George Williams University (SGWU)	B.Ed.

* In some cases, institutions have reported that some of their degree courses may be taken for non-credit purposes. Also, that in some cases courses in adult education were open to students in disciplines other than adult education.

ABBREVIATIONS

B.A.	-	Bachelor of Arts
B.Ed.	-	Bachelor of Education
Cert.	-	Certificate
Dip.	-	Diploma
Ed.D.	-	Doctor of Education
M.A.	-	Master of Arts
M.C.Ed.	-	Master of Continuing Education
M.Ed.	-	Master of Education
M.Sc.	-	Master of Science
Ph.D.	-	Doctor of Philosophy

III. DEGREE PROGRAMS

Nature of Program	MU			SFX	UBC				UG	US		UT *				UA	DU	MUN
	M.A.	M.Ed.	Ph.D.	M.A.	M.A.	M.Ed.	M.Sc.	Ed.D.	M.Sc.	M.Ed.	M.C.Ed.	M.A.	M.Ed.	Ed.D.	Ph.D.	M.A.	M.A.	B.A.
1. Length of Program (in years Full Time Study	1	1	2	1	1	1	2	2	1	1-2	1-2	1	1+	1	2	2	1	3
2. Option (Opt) Part Time and/or Full Time (PT/FT) Study	PT/FT	PT/FT	PT/FT	PT/FT	FT	PT/FT	FT	FT	PT/FT	PT/FT	PT/FT	FT	T/FT	PT/FT	FT	PT/FT	PT/FT	FT
3. Residence Requirement	NO	NO	YES	YES	YES	NO	YES	YES	NO	NO	NO	YES	NO	YES	YES	YES	NO	YES
4. Compulsory Language Requirement	YES	YES	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
5. Thesis Requirement	YES	YES	YES	YES	YES	NO	YES	YES	OPT	YES	YES	YES	NO	YES	YES	YES	YES	NO
6. Present Enrolment (1973-1974)																		
a) Part Time	1	88	2	0	9	26	-	10	18	11	14	6	81	5	11	5	-	-
b) Full Time	6	18	6	17	11	4	-	9	27	3	4	8	9	6	13	25	-	-
7. Minimum Required No. of Courses (or optional)	8	10	5 or 10	30 credits hours	5	5	6	Opt.	24 credits.	4 or 5	5+	6	8	8	8	6	5	30
8. Number of Graduates to Date	13	35	1	16	42	40	12	4	60-70	6	23	15	171	5	6	28	-	-
9. Financial Aid Available	-	-	-	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO
10. Year in Which Program	'69	'69	'70	'70	'58	'58	'61	'65	'60	'66	'66	'65	'65	'65 -'73	'65	'68	'73	'73
11. Practicum/Internship																		
- Credit/Non-Credit (C/NC)	-	-	-	C	-	-	-	-	-	-	-	C	C	C	C	NC	NC	NC
- Compulsory/Optional (C/O)	-	-	-	C	-	-	-	-	-	-	-	O	O	O	O	C	C	C
Number of Teaching Staff (Full Time)	4			3	4				7	2		8				-	1	-

* Department of Educational Theory, OISE

IV. CERTIFICATE/DIPLOMA PROGRAMS

Nature of Program	CC1 CERT	CC2 CERT	OISE OISE	CERT OISE CAAT	RRC CERT	SLC	UBC DIP	US DIP	UTE
1. Length of Program Full Time Study (in months)	1.5	-	12	-	-	-	12	8	-
2. Average length of Part Time Program (in years)	-	3	3	3	1/2	3	4	4	2/3
3. Present Enrolment (1971-72)									
a) Part Time	-	8	49	148	109	21	20	21	30
b) Full Time	24	-	2	-	-	-	9	6	-
4. Option, (Opt) Part Time and/or Full Time (PT/FT) Study	FT	PT	OPT	PT	PT	PT	OPT	OPT	PT
5. Minimum Required Number of Courses	-	6	6	6	6	10	5	5	-
6. Number of Graduates to Date	200	8	40	37	885	5	45	67	-
7. Financial Aid Available	No	Yes	Yes	No	Yes	Yes	No	Yes	No
8. Year in Which Program Began	1969	1973	1967	1969	1963	1973	1966	1966	1967
9. Practicum/Internship									
- Credit/Non Credit (C/NC)	-	-	C	-	-	NC	NC	-	-
- Compulsory/Optional (C/O)	-	-	O	-	-	C	C	-	-

V. COURSES AND INQUIRIES

UNIVERSITY OF ALBERTA

A. COURSES

Degree Course: M.A. (Interdisciplinary Program in Community Development)

1. Learning in the Community
2. Theories of Community Development
3. Comparative Community Development
4. Current Issues in Community Development
5. Community Development Field Methods and Techniques

B. INQUIRIES

Professor G.A. Eyford,
Coordinator,
Interdisciplinary M.A. Program,
Campus Tower,
University of Alberta,
Edmonton, 7, Alberta

UNIVERSITY OF BRITISH COLUMBIA

A. COURSES

Degree Courses: M.A., M.Ed., M.Sc., Ed.D. (Adult Education)

1. Introduction to Adult Education
2. Mass Media in Adult Education
3. Foundations in Adult Education
4. Methods of Adult Education
5. Evaluation in Adult Education
6. Program Planning in Adult Education
7. Masters Seminar in Adult Education
8. Doctoral Seminar in Adult Education
9. Directed Individual Study
10. Extension Teaching Methods

11. Rural Sociology
12. Theory in Adult Education
13. Research Practicum in Adult Education
14. Seminar on Continuing Education in the Health Services
15. Field Experience in Adult Education

Diploma Courses: Diploma in Adult Education

Diploma Seminar in Adult Education
Most of the above mentioned courses

B. INQUIRIES

Dr. John A. Niemi
Adult Education Research Centre
University of British Columbia
Vancouver 8, British Columbia

CENTENNIAL COLLEGE OF APPLIED ARTS AND TECHNOLOGY

A. COURSES

Certificate Course: Certificate of Achievement in Adult Learning, Teaching Adults - Styles and Techniques

1. Techniques of Teaching Adults
2. The Teaching-Learning Process
3. Planning, Organizing & Evaluating Programs
4. Instructional Technology
5. Teaching Styles Seminar
6. Rate of Training in Career Development and Organizational Change
7. Interviewing & Counselling Skills
8. Problem Solving Seminar in Adult Education

B. INQUIRIES

Donna Campbell,
Coordinator of Instructional Education
Continuing Education Division
Centennial College of Applied Arts and Technology
651 Warden Avenue
Scarborough, Ontario.

DALHOUSIE UNIVERSITY

A. COURSES

Degree Course: M.A. (Ed.)

1. Outline of Adult Education
2. Foundations of Continuing Education
3. Education Research and Thesis Seminar
4. Programme Planning and Evaluation in Continuing Education
5. Practicum in Continuing Education
6. Methods of Teaching Adults
7. Theories of Learning, Cognition and Motivation
8. Readings in Education
9. Youth as a Social Category
10. Gerontology & Geriatrics
11. Adult Counselling
12. Comparative Continuing Education

B. INQUIRIES

Dr. Patrick Keane
Department of Education
Dalhousie University
Halifax, Nova Scotia

UNIVERSITY OF GUELPH

A. COURSES

Degree Course: M.Sc. (Extension Education)

1. Principles of Adult Education
2. Studies in Adult Education
3. Comparative Extension Studies
4. Communication Theory
5. Communication Practice
6. Planning for Community Development
7. Research Methods and their Application to Extension Education

8. Special Problems Related to the Candidate's Interest
9. Seminar
10. Teaching Methods in Extension Education
11. Development Administration
12. Leadership Development
13. Administration of Extension Programs
14. Evaluation of Extension Work
15. Communication and Organizational Behaviour
16. Studies in International Development
17. Planning for Rural Development
18. Extension Education in Change and Development
19. Education and International Education

B. INQUIRIES

Dr. H.W. Caldwell
School of Agricultural Economics & Extension Education
University of Guelph
Guelph, Ontario.

UNIVERSITY OF MANITOBA

A. COURSES

Degree Course: B.Ed.

1. Introduction to Continuing Education

B. INQUIRIES

Professor A.S.R. Tweedie
Extension Division
The University of Manitoba
Winnipeg, Manitoba

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

A. COURSES

Degree Courses: B.A. (with a major in Community and Development Studies)

B. INQUIRIES

Dr. G.B. Inglis
Director
Centre for Development of Community Initiatives
Memorial University of Newfoundland
St. John's, Newfoundland

UNIVERSITE DE MONTREAL

A. COURSES

1. Séminaire de recherche
2. Programmes de lectures individuelles
3. Séminaire de lectures individuelles
4. Séminaire en éducation des adultes
5. Nature de l'éducation des adultes
6. Recherche en éducation des adultes
7. Elaboration des objectifs et évaluation des activités en éducation des adultes
8. Methodes et techniques d'apprentissage en éducation des adultes
9. Les fondements socio-pédagogiques de l'éducation des adultes
10. L'Educateur d'adulte: rôles et comportements
11. Internat en éducation des adultes
12. Internat de recherche: éducation
13. Séminaire sur les fondements philosophiques de l'éducation des adultes
14. Séminaire: condition féminine et éducation continue
15. L'éducation des adultes aux niveaux post-secondaires
16. Organisation et administration de l'éducation des adultes
17. Le développement psychologique et l'apprentissage des adultes

B. INQUIRIES

Dr. Jean Louis Bernard
Département d'Androgogie
Université de Montréal
90 Vince d'Indy
Montréal 250, Québec
Canada

UNIVERSITY OF NEW BRUNSWICK

A. COURSES

Degree Courses: B.Ed., M.Ed.

1. Principles of Adult Learning and Teaching
2. Fundamentals of the Education of Adults
3. Studies in Adult Education
4. Concepts of Adult Education

B. INQUIRIES

John F. Morris
Director of Extension
Faculty of Education
University of New Brunswick
Fredericton, New Brunswick

RED RIVER COMMUNITY COLLEGE

A. COURSES

Certificate Course: Certificate in Adult Education

1. Understanding People
2. Methodology
3. Course Planning and Evaluation

B. INQUIRIES

R.A. Sanburn, Principal
Applied Arts and Business Division
Instructional Support Services
Red River Community College
2055 Notre Dame Avenue
Winnipeg, Manitoba R3H OJ9

UNIVERSITY OF SASKATCHEWAN

A. COURSES

Degree Courses: M.Ed., M.C.Ed.

1. Program Planning of Continuing Education

2. Evaluation of Continuing Education
3. Adult Learning and Development
4. Application of Learning Principles in the Practice of Adult Education
5. Comparative Continuing Education
6. Seminar in Comparative Continuing Education
7. The Community Development Process
8. Community Development Practices
9. Psychology of Adult Behaviour
10. Continuing Education in Today's Society
11. Individual Reading and Study
12. Group Processes and Communication
13. Administration for Extension Workers
14. Adult Counselling in Continuing Education
15. Psychological Backgrounds of Adult Education
16. Research Methods in Continuing Education
17. Research Seminar in Continuing Education
18. Research

Diploma Course: Postgraduate Diploma
Most of the above-mentioned courses

B. INQUIRIES

Degree and Diploma

Professor Jane A. Abramson
Chairperson
Continuing Education Program
Room 3076, Education Building
University of Saskatchewan
Saskatoon, Saskatchewan
S7N OWO

ST. FRANCIS XAVIER UNIVERSITY

A. COURSES

Working toward the M.A. (Adult Education)
Development of such skills as:

1. Defining problems and issues in the field of adult education

2. Identifying resources for problem solving
3. Identifying social and psychological characteristics of the adult learner
4. Applying selected learning methodologies
5. Working in and with groups
6. Promoting citizen participation through short and long term programs of development
7. Defining strategies for achieving human resource development
8. Utilizing various organization structures as vehicles for adult change
9. Evaluating program achievement and program effectiveness
10. Learning to learn

Diploma Course: The Diploma in Adult Education

B. INQUIRIES

Dr. Teresa MacNeil, Head
Department of Adult Education
St. Francis Xavier University
Antigonish, Nova Scotia

ST. LAWRENCE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

A. COURSES

Certificate Course in Community Worker Programme

B. INQUIRIES

D.A. Baker
Human Studies Department
St. Lawrence College of Applied Arts and Technology
Kingston Campus
Portsmouth Avenue
Kingston, Ontario
K7L 5A6

UNIVERSITY OF TORONTO

A. COURSES

Degree Courses: M.Ed., M.A., Ph.D., Ed.D. (Adult Education)

1. Outline of Adult Education

2. Program Planning in Adult Education
3. Community Education and Development
4. Small Group Experience and Theory
5. Individual's Major Efforts to Learn, Change, Grow
6. Parental Education for Family Living
7. Basic Processes in Facilitating Adult Learning
8. The Maturation Process and Adult Learning
9. Comparative Studies in Adult Education: Part I
10. Comparative Studies in Adult Education: Part II
11. Foundations of Adult Counselling
12. Methods of Inquiry in Adult Education
13. The Social and Institutional Context of Adult Counselling
14. Practicum in Adult Education
15. Practicum in Adult Counselling
16. Seminar: Educational Applications of the Psychology of Communication
17. Adult Basic Education
18. Social Responsibility and the Adult Educator
19. Social Foundations of Adult Learning
20. Psychological Development During Adulthood
21. Individual Reading and Research: Master's Level
22. Individual Reading and Research: Doctoral Level
23. Production and Evaluation of Media

Certificate Course: Certificate in Adult Education (OISE)

Certificate Seminar
Most of the above-mentioned courses

Certificate Course: Certificate in Adult Education for Teachers in the Colleges of Applied Arts and Technology (OISE-CAAT)

1. Social History of Post-secondary Education
2. Theory and Practice of Learning
3. The Community and Society

4. Philosophies and Concepts of Adult Education

5. Guided Reading Course

6. Individual or Small Group Research Project or approximately 200 hours of supervised self-directed study

Certificate Course: Certificate Programme in Personnel and Industrial Relations

Adult Learning and Teaching

B. INQUIRIES

Degree

Dr. Donald H. Brundage
Office of the Coordinator of Graduate Studies
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto 181, Ontario

Certificate (OISE)

Mr. Reg Herman
Department of Adult Education
The Ontario Institute for Studies in Education
252 Bloor Street West,
Toronto 181, Ontario

Certificate (OISE-CAAT)

Dr. Alan Thomas, Chairman
Department of Adult Education
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto 181, Ontario

Certificate (University Extension)

Professor A. Kruger
Principal
Woodsworth College
University of Toronto
Toronto, Ontario

FOOTNOTES AND REFERENCES

1. James Draper is a faculty member of the Department of Adult Education, The Ontario Institute for Studies in Education, The University of Toronto. Dr. Draper teaches courses relating to community education, community development, and the component of education and learning in the development process. He has taught and has given lectures on these topics in other universities in Canada as well as in India and the Caribbean.

   Jeffrey Field is a doctoral student in the Department of Adult Education, The Ontario Institute for Studies in Education. Mr. Field is doing his thesis on the learning characteristics of illiterate and neo-illiterate adults within stated developmental programs. His geographical area of specialization is Jamaica.

2. Department of Regional and Community Affairs, A Directory of Community Development & Education and Training Programs Throughout the World (second Edition), School of Social and Community Services, University of Missouri - Columbia, 1973.

3. This survey was conducted in 1971-72, by James A. Draper and Thomas Harding and was to have been published in an issue of Continuous Learning. However, between the time the survey began and the information was collected, the Canadian Association for Adult Education ceased publication of its journal.

4. James A. Draper, John A. Neimi and Claude Touchette, Degree Research in Adult Education in Canada: 1968 - March 1969, Toronto: Department of Adult Education, The Ontario Institute for Studies in Education, 1969.

   Yseult Demers, James A. Draper, Anne Gray and Claude Touchette, An Inventory of Degree and Non-Degree Research in Adult Education: Canada, 1970, Toronto: Canadian Association for Adult Education, 1971.

   James A. Draper, and Fausto Yadao, Jr., Degree Research in Adult Education in Canada: 1969, Toronto: Department of Adult Education, The Ontario Institute for Studies in Education, 1970.

5. Attempts have been made in Canada to identify such inter-disciplinary research, for instance:

   Gary Dickinson, Research Related to Adult Education Conducted at the University of British Columbia, Vancouver: Faculty of Education, University of British Columbia, 1968, 66p.

   also

   James A. Draper, Ross Kidd, and Dale Shuttleworth, University of Toronto Degree Research Relating to Adult Education: An Interdisciplinary Analysis - 1900-1970, Toronto: Department of Adult Education, OISE, 1974.

6. A.A. Liveright and H. Hoggood. Reported in The Exeter Papers, Center for the Study of Liberal Education for Adults, 1968, p. 8.

7. Equipe de recherche Tendance de la recherche en éducation des adultes, 1960-1969. Montréal: Institut Canadien d'éducation des Adultes, 1970.

8. "Andragogy: A New Science" by G. van Enckevort in Journal of Adult Education in Ireland, 1971.

9. J. Paul Leagans, Harlan G. Copeland, and Gertrude E. Kaiser (with an introduction by Ralph W. Tyler), Selected Concepts from Educational Psychology and Adult Education for Extension and Continuing Educators. Syracuse: Syracuse University, Publications in Continuing Education, Notes and Essays on Education for Adults #71, 1971, 112pp.